Barnesville Elementary School

SCHOOL GRADE

Coming in
2018

Achievement

COMPONENT GRADE

C

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index
78.3%.. C

Indicators Met
50.0%.. D

Progress

COMPONENT GRADE

B

The Progress component looks closely at the growth that all students are making based on their past performances.

Value Added
Overall.. A
Gifted.. C
Students with Disabilities....................................... B
Lowest 20% in Achievement.................................. A

Gap Closing

COMPONENT GRADE

F

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives
33.3%.. F

Graduation Rate

COMPONENT GRADE

Not Rated

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

K-3 Literacy

COMPONENT GRADE

D

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement
43.6%.. D

Prepared for Success

COMPONENT GRADE

Not Rated

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

GRADE

C

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.
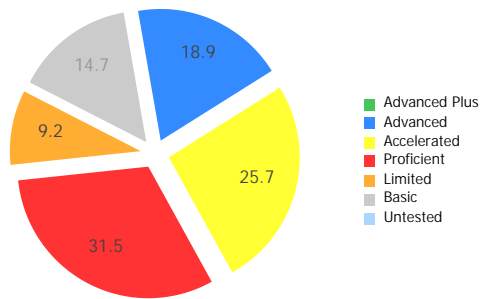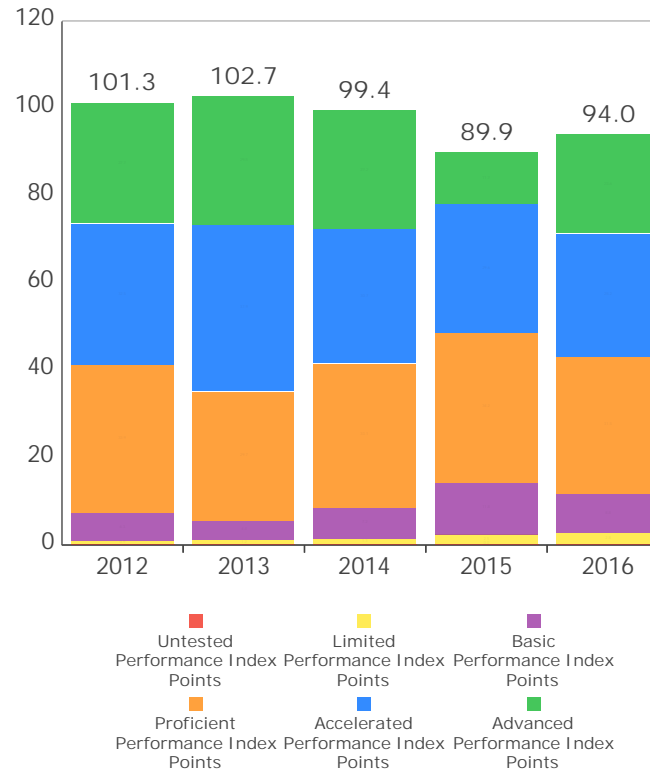
Performance Index
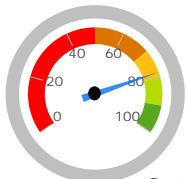
78.3%

94.0 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F =   0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	18.9	x	1.2	=	22.6
Accelerated	25.7	x	1.1	=	28.2
Proficient	31.5	x	1.0	=	31.5
Basic	14.7	x	0.6	=	8.8
Limited	9.2	x	0.3	=	2.8
Untested	0.0	x	0.0	=	0.0
					94.0

Pie chart values: 18.9, 25.7, 31.5, 9.2, 14.7

- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Performance Index Trend

Bar values by year: 2012: 101.3, 2013: 102.7, 2014: 99.4, 2015: 89.9, 2016: 94.0

- Untested Performance Index Points
- Limited Performance Index Points
- Basic Performance Index Points
- Proficient Performance Index Points
- Accelerated Performance Index Points
- Advanced Performance Index Points
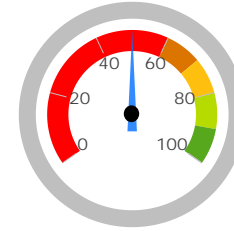

GRADE

D

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

Indicators Met %

50.0%

3 out of 6

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F =   0.0 - 49.9%

Grades 3-5

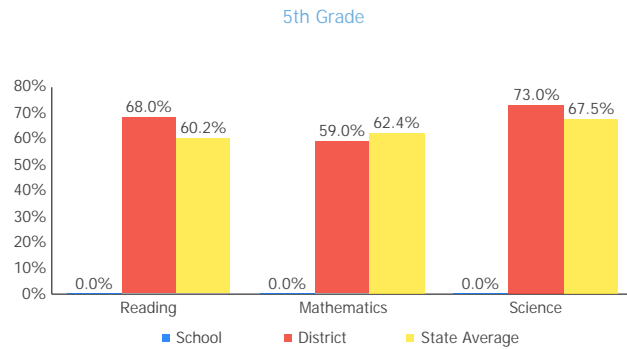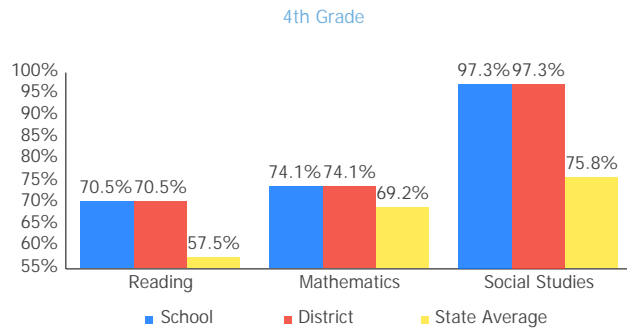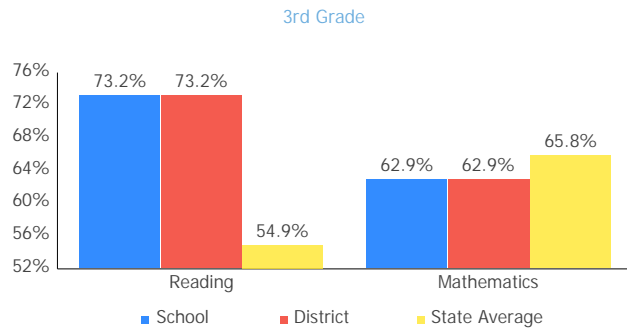|			
3rd Grade	English Language Arts	73.2%	✔
	Mathematics	62.9%	✘
4th Grade	English Language Arts	70.5%	✘
	Mathematics	74.1%	✔
	Social Studies	97.3%	✔

Grades 6-8

This school does not have enough test results in 6th, 7th, or 8th grade to display this table.

High School

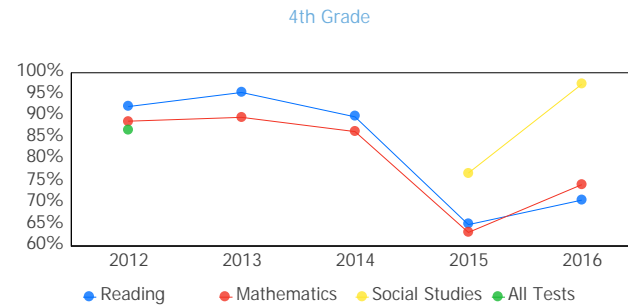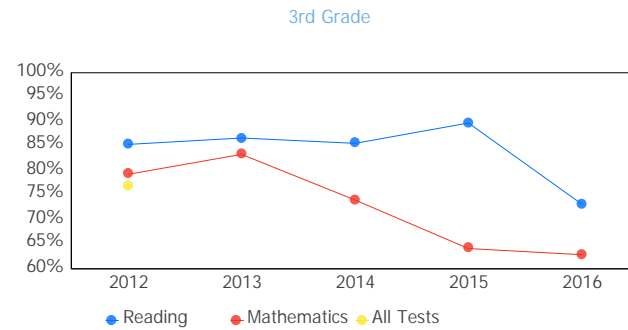This school does not have enough Ohio Graduation Test results to display this table.
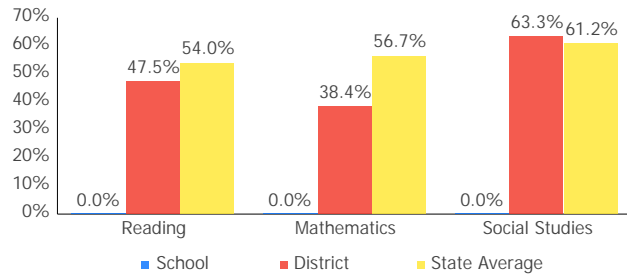
GIFTED INDICATOR ✘

Achievement Levels by Grade

3rd Grade

3rd Grade — Reading: School 73.2%, District 73.2%, State Average 54.9%; Mathematics: School 62.9%, District 62.9%, State Average 65.8%

Legend: ■ School ■ District ■ State Average

4th Grade

4th Grade — Reading: School 70.5%, District 70.5%, State Average 57.5%; Mathematics: School 74.1%, District 74.1%, State Average 69.2%; Social Studies: School 97.3%, District 97.3%, State Average 75.8%

Legend: ■ School ■ District ■ State Average

5th Grade

5th Grade — Reading: School 0.0%, District 68.0%, State Average 60.2%; Mathematics: School 0.0%, District 59.0%, State Average 62.4%; Science: School 0.0%, District 73.0%, State Average 67.5%

Legend: ■ School ■ District ■ State Average

6th Grade

Proficient Percent Trend by Grade

3rd Grade

Legend: ● Reading ● Mathematics ● All Tests

4th Grade

Legend: ● Reading ● Mathematics ● Social Studies ● All Tests

5th Grade

No data returned for this view. This might be because the applied filter excludes all data.

6th Grade

No data returned for this view. This might be because the applied filter excludes all data.

70%
63.3% 61.2%
60%
56.7%
54.0%
50%
47.5%
40%
38.4%
30%
20%
10%
0%
0.0%   0.0%   0.0%
Reading   Mathematics   Social Studies

■ School   ■ District   ■ State Average

7th Grade

No data returned for this view. This might be because the applied filter excludes all data.

60%
55.3%
53.6%
50%
44.3%
40%
35.1%
30%
20%
10%
0%
0.0%   0.0%
Reading   Mathematics

■ School   ■ District   ■ State Average

8th Grade

No data returned for this view. This might be because the applied filter excludes all data.

70%
64.9%
60%
59.0%
54.1%
52.7%
50%
47.5%
42.4%
40%
30%
20%
10%
0%
0.0%   0.0%   0.0%
Reading   Mathematics   Science

■ School   ■ District   ■ State Average
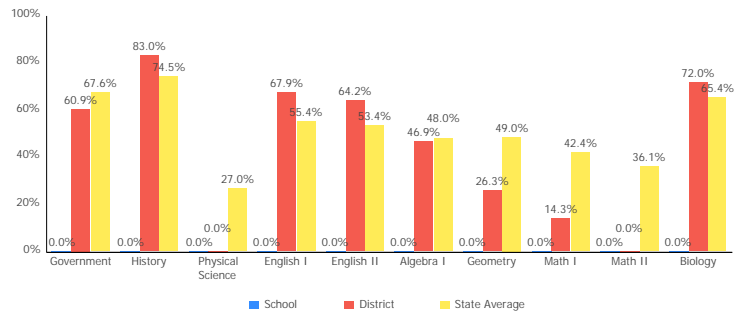
11th Grade Cumulative OGT

No data returned for this view. This might be because the applied filter excludes all data.

100%
93.6% 93.6%   88.0% 87.5%
90.4% 91.5%   83.3%
87.2%
80%
60%
40%
20%
0%
0.0%   0.0%   0.0%   0.0%   0.0%
Reading Writing Mathematics Social Studies Science

■ School   ■ District   ■ State Average

High School

High School

No data returned for this view. This might be because the applied filter excludes all data.

Chart legend: School, District, State Average

Gifted Students

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Not Met

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade:	C
Value Added Met?:	Met

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index:	113.400
Performance Index Met?:	Not Met

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points:	70.0
Gifted Inputs Met?:	Met

Points are earned based on identification and services provided to gifted students. Schools must earn 60 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

INDICATOR

Not Met

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.
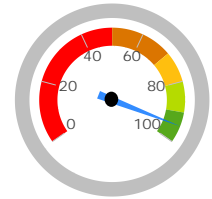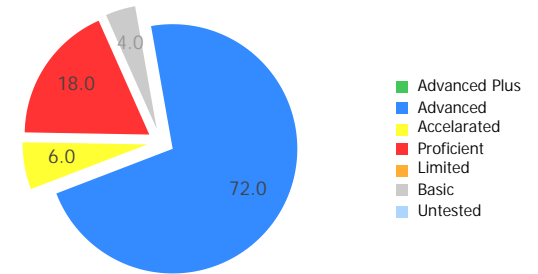
94.5%

113.400 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	72.0	x	1.2	=	86.4
Accelerated	6.0	x	1.1	=	6.6
Proficient	18.0	x	1.0	=	18.0
Basic	4.0	x	0.6	=	2.4
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					113.400

Pie chart values: 4.0, 72.0, 18.0, 6.0

Legend:
- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Limited
- Basic
- Untested

Gifted Indicator

The Gifted Inputs calculation assigns points based on the percentage of students identified and served in eight categories (factors). The points earned for each category are totaled to determine the final Met/Not Met determination for the Gifted Input component.
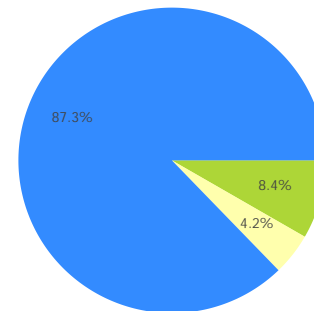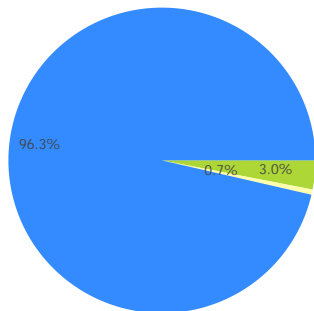
Reading, Math, Science, Social Studies, and Superior Cognitive Abilities

Visual/Performing Arts and Creative Thinking

88.2%
10.9%
0.9%

97.4%
2.6%
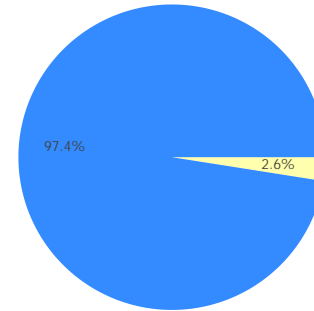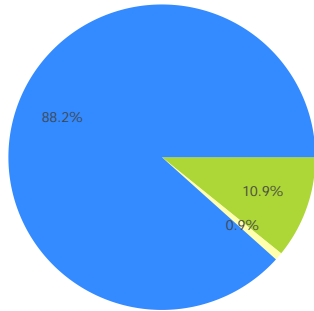
Disadvantaged Students

Minority Students

96.3%
0.7% 3.0%
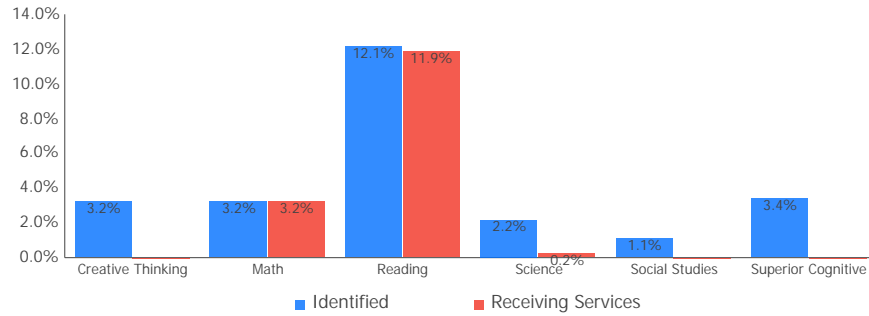
87.3%
8.4%
4.2%

■ Receiving Gifted Services

■ Identified as Gifted, but not receiving services
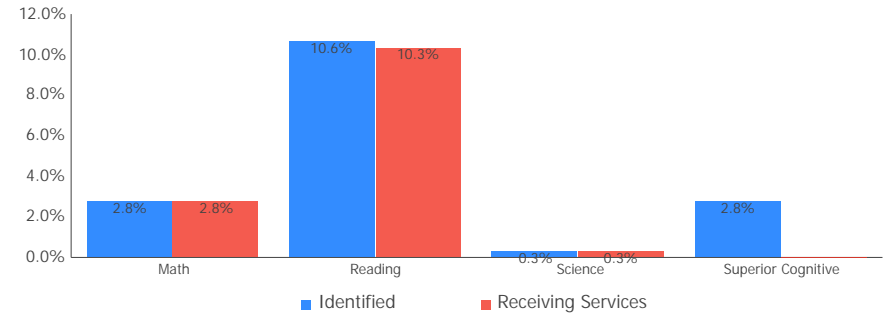
■ Not Identified as Gifted

Identification and Receiving Services

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.
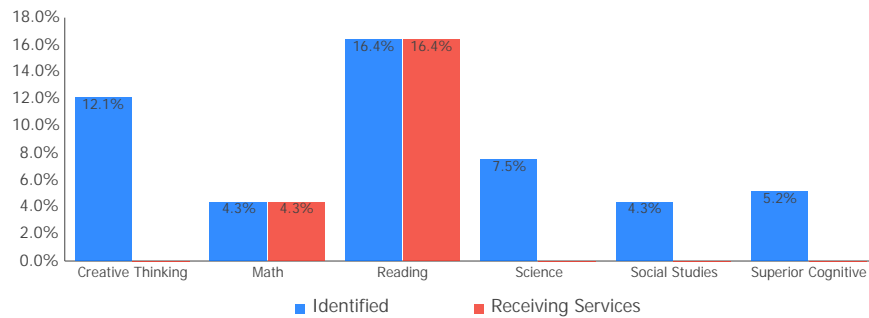
All Grades

Identified   Receiving Services

Category	Identified	Receiving Services
Creative Thinking	3.2%	
Math	3.2%	3.2%
Reading	12.1%	11.9%
Science	2.2%	0.2%
Social Studies	1.1%	
Superior Cognitive	3.4%	

Grades K-3

Identified   Receiving Services

Category	Identified	Receiving Services
Math	2.8%	2.8%
Reading	10.6%	10.3%
Science	0.3%	0.3%
Superior Cognitive	2.8%	

Grades 4-8

Identified   Receiving Services

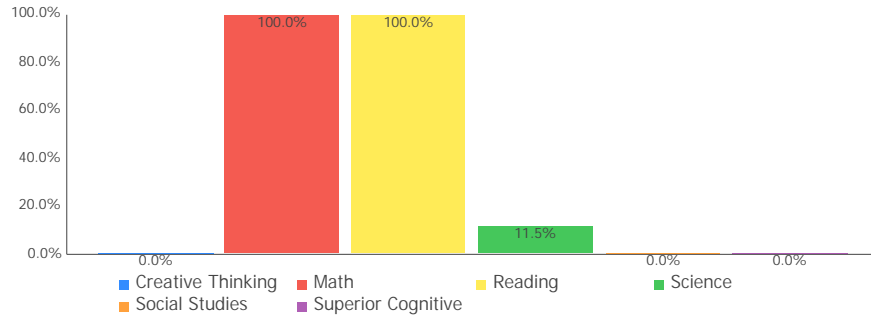| Category	Identified	Receiving Services
Creative Thinking	12.1%	
Math	4.3%	4.3%
Reading	16.4%	16.4%
Science	7.5%	
Social Studies	4.3%	
Superior Cognitive	5.2%	

Grades 9-12

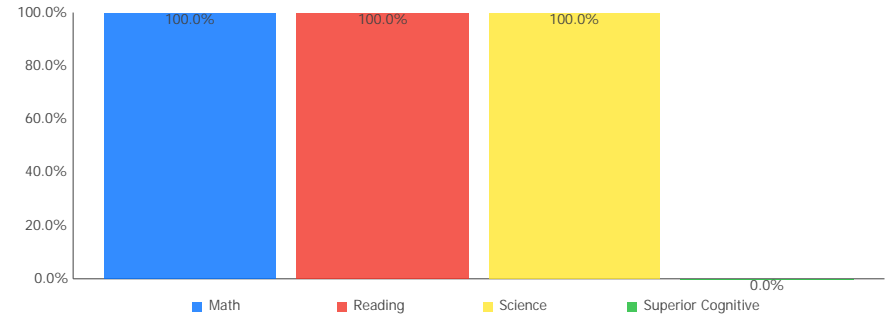This chart cannot be displayed because there were not enough students to evaluate.

Identified and Receiving Services

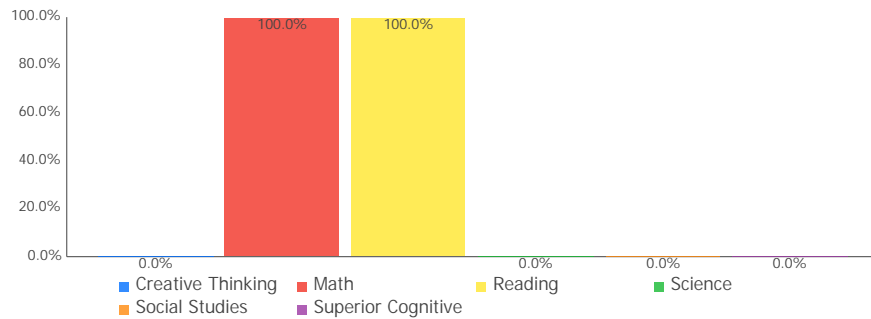These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

All Grades

Creative Thinking: 0.0%
Math: 100.0%
Reading: 100.0%
Science: 11.5%
Social Studies: 0.0%
Superior Cognitive: 0.0%

Grades K-3

Math: 100.0%
Reading: 100.0%
Science: 100.0%
Superior Cognitive: 0.0%

Grades 4-8

Creative Thinking: 0.0%
Math: 100.0%
Reading: 100.0%
Science: 0.0%
Social Studies: 0.0%
Superior Cognitive: 0.0%

Grades 9-12

This chart cannot be displayed because there were not enough students to evaluate.

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

B

GRADE

A

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE

C

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE

A

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE

B

Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	2.48	5.06	4.80
4th Grade	2.48	5.06	4.80

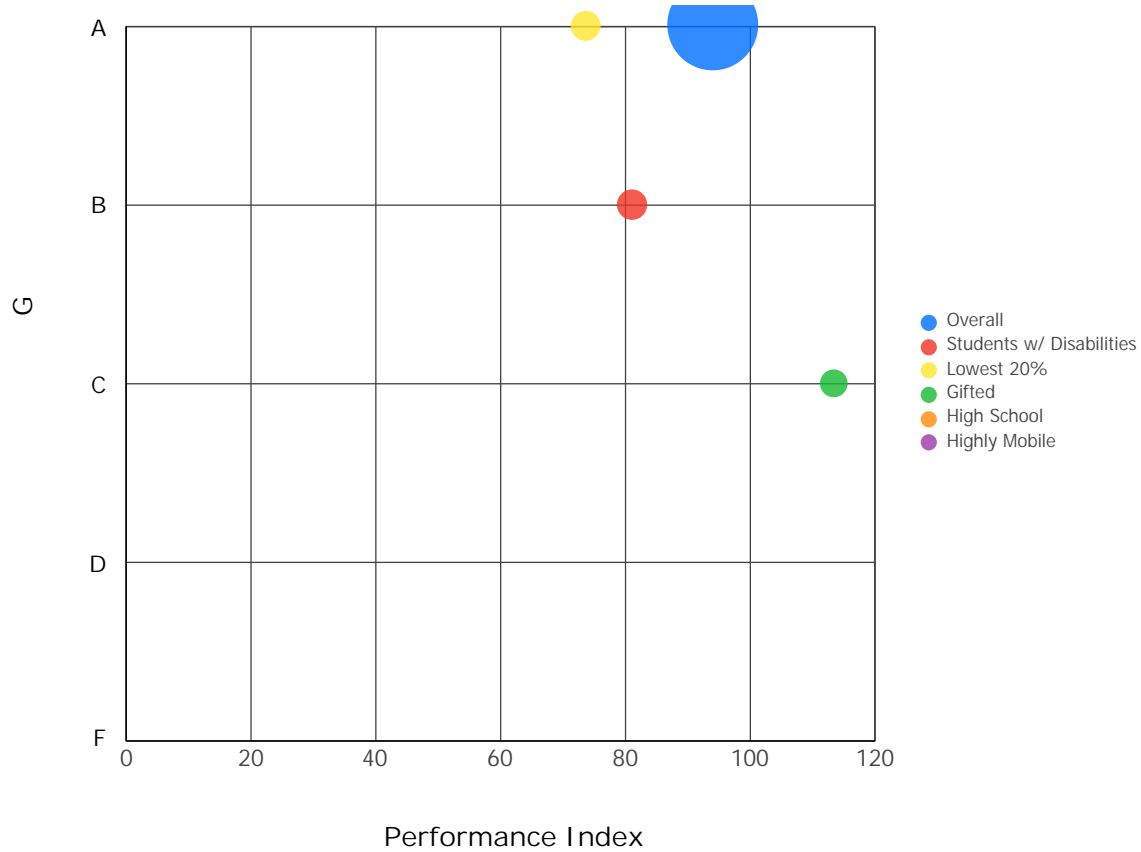High School English Language Arts Value Added data is not available for this school

High School Math Value Added data is not available for this school

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
B = 1.00 to 1.99
C = -1.00 to 0.99
D = -2.00 to -1.01
F = below -2.00

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.

Legend:
- Overall
- Students w/ Disabilities
- Lowest 20%
- Gifted
- High School
- Highly Mobile

Vertical axis: G

Horizontal axis: Performance Index

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.
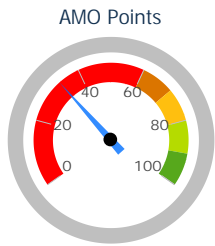
COMPONENT GRADE

F

GRADE

F

AMO Points

40 60
20   80
0   100

33.3%

A = 90.0 - 100.0%
B = 80.0 - 89.9%
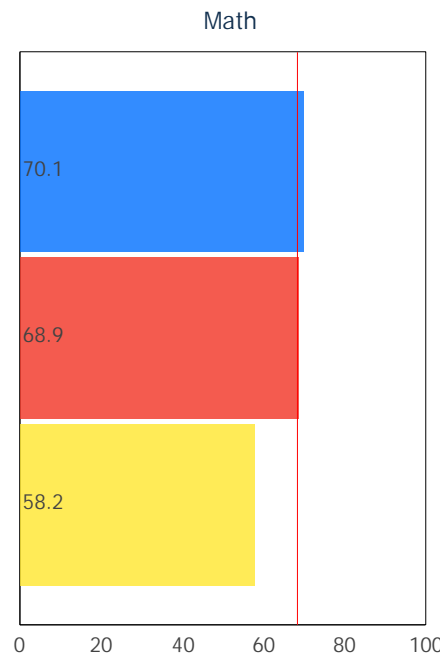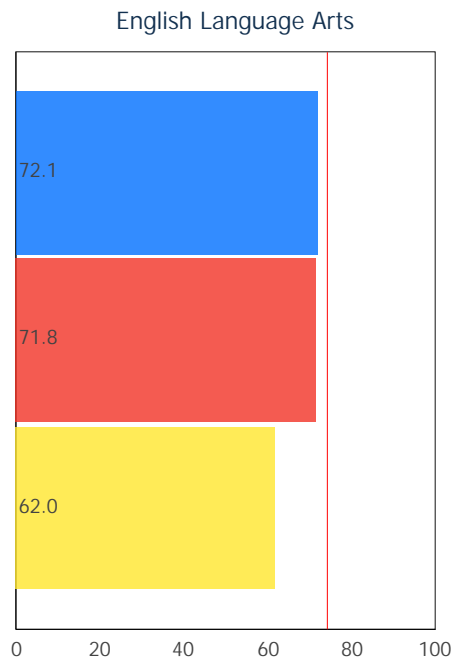C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

English Language Arts

72.1

71.8

62.0

0   20   40   60   80   100

■ White   ■ All Students
■ Econ
Disadvantage

Math

70.1

68.9

58.2

0   20   40   60   80   100

■ White   ■ All Students
■ Econ Disadvantage

Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 74.2%, for Math is 68.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

Not Rated

This school has not been assigned a grade for Graduation Rate because there were not enough students to evaluate.

The Graduation Rate graph that
would appear in this space cannot
be displayed because there were
not enough students to evaluate.

K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.
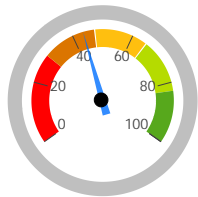
COMPONENT GRADE

D

GRADE

D

K-3 Literacy Improvement

43.6%

51 out of 117

A = 81.4 - 100.0%
B = 62.6 - 81.3%
C = 43.8 - 62.5%
D = 25.0 - 43.7%
F = 0.0 - 24.9%

In Your School...

36	kindergarten students were not on-track last year.
69.4%	of those students improved to on-track in 1st grade.

19	first grade students were not on-track last year.
42.1%	of those students improved to on-track in 2nd grade.

33	second grade students were not on-track last year.
21.2%	of those students improved to on-track in 3rd grade.

29	third grade students were not on-track this year.
41.4%	of those students reached proficiency on the 3rd grade OAA.

Details of Measure

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2014 - 2015	36 to	1st Grade Reading Diagnostic, School Year 2015 - 2016	< 10
1st Grade Reading Diagnostic, School Year 2014 - 2015	19 to	2nd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
2nd Grade Reading Diagnostic, School Year 2014 - 2015	33 to	3rd Grade Reading Diagnostic, School Year 2015 - 2016	< 10
3rd Grade Reading Diagnostic, School Year 2015 - 2016	29 to	3rd Grade Reading OST, School Year 2015 - 2016	< 10
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan			< 10
Totals	117		51

Percentage On-Track in Reading Diagnostic

Grade Diagnostic	On-Track	Not On-Track
Kindergarten Diagnostic	56.0%	44.0%
First Grade Diagnostic	81.2%	18.8%
Second Grade Diagnostic	65.0%	35.0%
Third Grade Diagnostic	69.8%	30.2%

Legend:
- On-Track
- Not On-Track
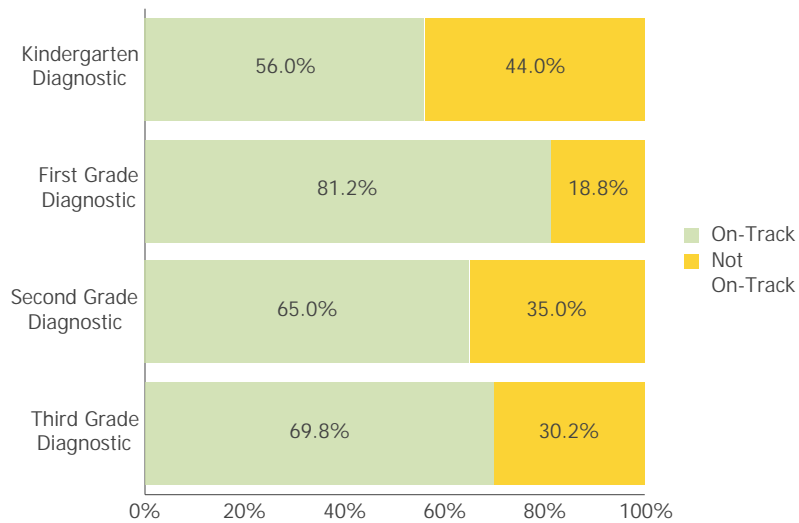
This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2015-2016.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	100.0%
How many third graders scored proficient on the state Reading test?	73.2%

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

Not Rated

COMPONENT GRADE

Not Rated

This data cannot be shown because there are not enough students in the graduating class of 2015 to evaluate.

How Prepared were Your 2014 and 2015 Graduating Classes?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

Honors Diploma

Industry-Recognized Credential

Advanced Placement: Participation

AP: Exam Score of 3 or Better

Dual Enrollment Credit

International Baccalaureate

IB: Exam Score of 4 or Better

This data cannot be shown because there are not enough students in the graduating class of 2015 to evaluate.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides <u>district reports</u> on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2013 Graduating Class Entered College within Two Years?	NC	This graph is not displayed because the result is Not Calculated.
What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School?	NC	This graph is not displayed because the result is Not Calculated.

Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.

Principal: Clinton S. Abbott

Address: 210 W Church St

Barnesville OH 43713-1069

Phone: (740) 425-3639

Directory information current as of the 2015-2016 Report Card publication date.

## Your School's Students

Average Daily Enrollment:

610

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

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Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	NC	
Hispanic	NC	
Multiracial	19	3.1%
White, Non-Hispanic	586	96.0%
Students with Disabilities	88	14.5%
Economically Disadvantaged	255	41.8%
Limited English Proficiency	NC	
Migrant	NC	

NC = Not Calculated because there are fewer than 10 in the group
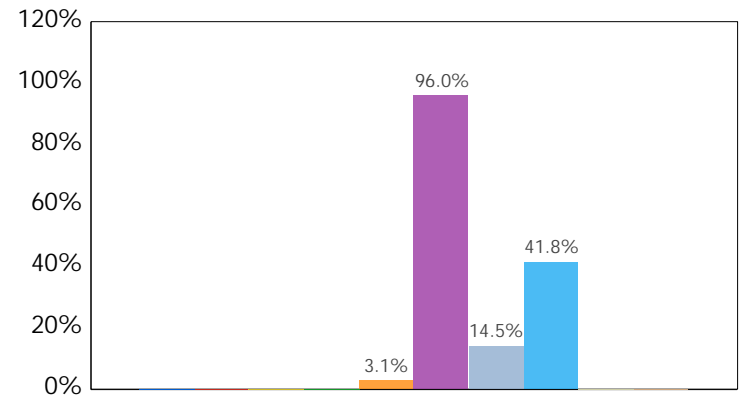
State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio English Language Proficiency Assessment (OELPA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OELPA results, see the Department of Education's web site at http://education.ohio.gov.


Legend:
- American Indian or Alaska…
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

Attendance Rate

Chronic Absenteeism Rate:

6.4%

All Students	95.2%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	94.7%
White, Non-Hispanic	95.2%
Students with Disabilities	93.6%
Economic Disadvantage	94.1%
Limited English Proficiency	NC
Migrant	NC
Male	95.1%
Female	95.2%

NC = Not Calculated because there are fewer than 10 in the group

■ All Students   ■ American Indian or Alaska…   ■ Asian or Pacific Islander
■ Black, Non-Hispanic   ■ Hispanic   ■ Multiracial
■ White, Non-Hispanic   ■ Students with Disabilities   ■ Economic Disadvantage
■ Limited English Proficiency   ■ Migrant   ■ Male
■ Female
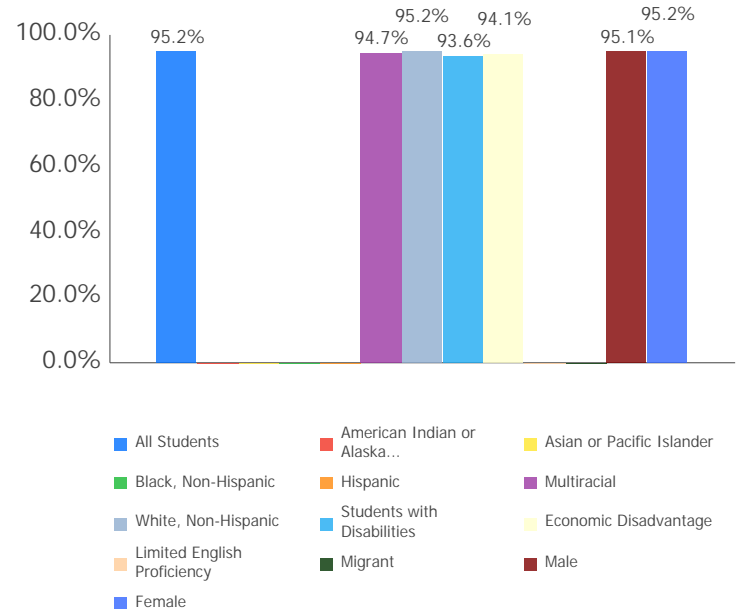
Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	NC
Hispanic	NC
Multiracial	0.0%
White, Non-Hispanic	0.0%
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	NC
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

Your School's Teachers

| Your School's Poverty Status: Medium-Low	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	96.8	96.1
Percentage of teachers with at least a Master's Degree	50.8	50.3
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	1.1
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	98.9
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	0
Lead or Senior Teachers:	1.0	1.0

A district's high-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

NC = Not Calculated because there are fewer than 10 in the group

Number of Teachers by Program Area

	#	State Avg per 1000 Students
General Education Teachers	24.5	46.4
Career-Technical Teachers	0.0	2.3
Special Education Teachers	4.0	10.6
Teacher Aides	0.0	7.0
Gifted Intervention Specialists	0.0	0.6
Fine Arts Teachers	1.0	3.0
Music Teachers	1.0	2.5
Physical Education Teachers	1.0	2.9
ELL Specialists	0.0	0.3

Teacher Evaluations

14.3%

85.7%
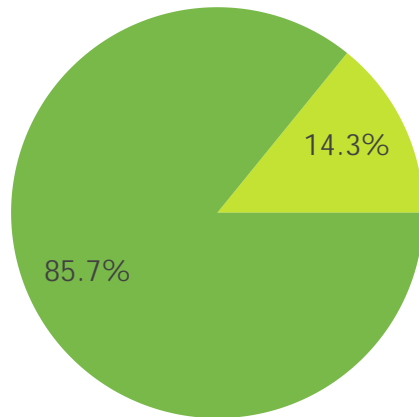
- ■ Accomplished ■ Skilled ■ Developing
- ■ Ineffective ■ Not Complete

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards
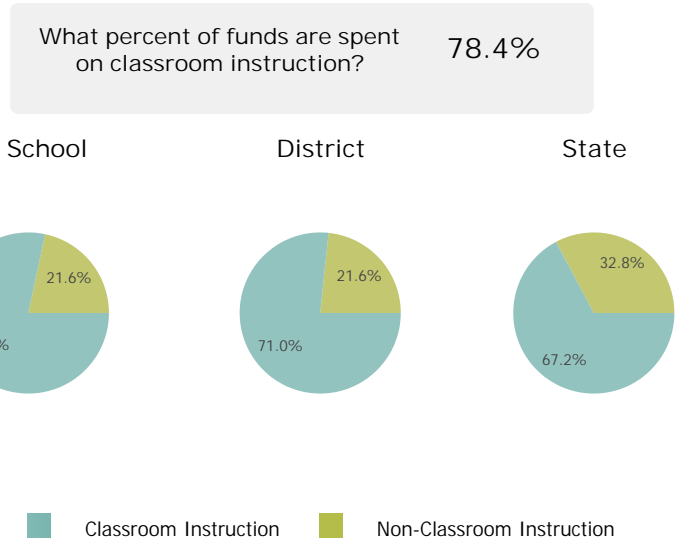
Moderate Success

Financial Data

These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Classroom Spending Data

What percent of funds are spent on classroom instruction?	78.4%

School	District	State
21.6%	21.6%	32.8%
78.4%	71.0%	67.2%

■ Classroom Instruction ■ Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	$7,405	$8,840
Classroom Instruction	$5,807	$5,942
Non-Classroom Spending	$1,598	$2,898

School	$5,807	$1,598	
State	$5,942	$2,898	

$0 $4,000 $8,000 $12,000